U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV209

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Dr. Gary Arnold

Official School Name: Little Rock Christian Academy

School Mailing Address: 19010 Hwy 10
Little Rock, AR 72223-4420

County: Pulaski State School Code Number*:

Telephone: (501) 868-9822 E-mail: gary.arnold@littlerockchristian.com

Fax: Web site/URL: www.littlerockchristian.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Gary Arnold Superintendent e-mail: gary.arnold@littlerockchristian.com

District Name: Little Rock Christian Academy District Phone: (501) 868-9822

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Stuart Miller

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	20	24	44		6	68	63	131
K	27	23	50		7	64	71	135
1	26	34	60		8	73	64	137
2	28	44	72		9	66	64	130
3	36	37	73		10	72	71	143
4	44	41	85		11	56	61	117
5	50	50	100		12	55	55	110
							Total in Applying School:	1387

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
3 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
93 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2010	1370
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
3	Emotional Disturbance	26	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
6	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	7	0
Classroom teachers	95	7
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	13	3
Paraprofessionals	8	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	45	17
Total number	168	27

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	95%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	109
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in vocational training	%
Found employment	%
Military service	1%
Other	%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Little Rock Christian Academy's vision is to be a pre-eminent K4-12 academic institution offering an excellent college preparatory curriculum while serving the broadest spectrum of students reasonably possible within its resources. Faith-based, pre-collegiate, non-denominational, and independent of any one particular church (over 100 local churches represented), LRCA has earned triple accreditation through the Arkansas Non-Public School Accrediting Association, ACSI, and AdvancED/NCA.

Thirty-five years old, LRCA is the independent school of choice for 825 families in the greater Little Rock metropolitan area – a highly competitive private school environment. On the merits of scale, the school has much to offer students and parents. LRCA is the largest non-public K-12 school in Arkansas. Quality, however, transcends size. The educational quality of our mission and the reality of the school's core values are the real draw for school families. Twenty-five percent of the typical graduating class enters the school at the age of four or five. The high school drop-out rate is zero; the transfer rate (primarily due to family relocation) is less than two percent.

Healthy enrollment is a positive indicator of the community's affirmation of the school's merit. During the past five years, campus enrollment experienced planned growth from 1,250 students to 1,400 students. The number of students of color enrolled has doubled over the last four years.

LRCA awards $450,000 per year to assist 154 students who are not able to afford full tuition. The tuition rate is neither the highest nor the lowest for the area. Tuition assistance is 100% need-based; no athletic scholarships are awarded. Nine learning specialists are employed to assist families with students who struggle academically with mild to moderate learning issues. Seventy-five percent of the cost of the learner services program is absorbed by the school.

Measurable excellence in academics, the arts, athletics, and service is the magnetic core of why the school is worthy of Blue Ribbon status. In each of these key components of a well-rounded education, children, teachers, parents, and administrators are groomed to nurture a growth mindset that fosters an insatiable appetite for learning. The school has not always been this way. The shift from a former "fixed" mindset to a "growth" mindset has been noteworthy. The shift is marked by robust communication with parents, genuine care for each student, proactive community engagement through civic internships and humanitarian projects, public accountability, awards for improvement in college readiness, and huge strides in professional development.

Innovation is encouraged. Following are some examples:

- A two-week January term for high school students promotes occupational internships, international study, and curriculum enrichment.
- The school's "Big Buddy/Little Buddy" program fosters cross-age learning: an elementary student couples with an upper school student for learning and serving two to three times a year.
- The instrumental music program has expanded into orchestra, jazz band, and marching band as well as the traditional venue of brass, wind, and rhythm.
- Implementation of a three year technology plan equips teachers and students with state of the art learning tools and consistent teacher training to improve personalized, interactive learning.
- Curriculum work groups led by teachers direct the school into more inquiry-based science and a culture of math mastery.

Local public recognition helps us keep a balanced perspective of our school's accomplishments:

- Sixty-four of 132 seventh grade students qualified for the 2011 Duke Talent Identification Program (TIP).
- An aggregate of 28 National Merit Scholars were recognized over the past five years.
- The average composite ACT score for high school students is 25.3.
- Over six million dollars of college scholarships were offered to the 109 seniors in the 2011 class.
- Eleven seniors qualified as 2011 Arkansas Governor's Distinguished Scholars.
- The college placement rate is perennially 99%. The remaining 1% of the graduating class historically has chosen a military or occupational pathway.
- Ten academic/athletic state championships were earned in 2010. (This denotes the highest team GPA average in state for varsity athletic teams.)

Volunteerism is high and fleshes out the school's aspiration for real partnership with the home. The school's booster clubs add $250,000 annually to the school's capacity to thrive educationally. Leadership is a critical component of the school's success and is defined in the context of team, open architecture, and accountability. Board stability, visionary leadership, audited cash-positive finances, and a rolling three-year strategic map support and focus on the educational aims of the school. In partnership with hundreds of volunteer parents, Little Rock Christian Academy fulfills its mission "to provide a K4-12 education characterized by excellence in the pursuit of truth."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. All Little Rock Christian Academy students in grades one through eight take the Stanford 10 Achievement Test every April. This nationally norm-referenced test provides a snapshot of student performance that can be compared to those of other students around the country in the areas of reading, language, mathematics, listening, social science, and science. This assessment is one measure of student progress from year to year and gives evidence about the effectiveness of instruction. Results provide opportunity to evaluate and alter instruction across grades and within subject areas. Composite achievement results at or above the 7th stanine (76th percentile or above) is our perennial expectation.

The five-year profile of SAT-10 scores in total reading shows percentiles consistently at or above the 80th percentile, with strongest score averages in grades one, four, and five. Total math scores are highest at grades seven and eight with an average at or above the 85th percentile, and scores average above the 80th percentile in grades four, five, and six.

Teachers use on-going assessment to differentiate instruction and focus on individual student growth in both ability and practice. Scores have been maintained and strengthened by using state and national standards to design grade-level curriculum maps, assessing regularly, and working with small groups in math within the classrooms.

ACT results are historically the best indicator of performance for college readiness. Considering the range of students, a composite ACT score of 24.5 is acceptable, but the goal is 25 or above. The 2011 score in reading is 26.4, and the score in mathematics is 24.3 with a composite of 25.3.

B. Students' scores allow administrators and teachers to make comparisons with national norms, identify the trends from grade level to grade level, and follow the same group of students as they advance from one grade to the next. Following each class of students from grade level to grade level provides a more accurate record of growth progress than comparing results in each grade from year to year.

The mean scale scores in both reading and math have increased for the past five years. The increase each year in both subtests speaks to the effectiveness as well as consistency of instruction and curriculum at LRCA. Observation of the mean scaled scores shows students consistently scored in the 80th percentile.

- Third grade averaged 660 in reading and 642 in math.
- Fourth grade averaged 671 in reading and 656 in math.
- Fifth grade averaged 687 in reading and 676 in math.
- Sixth grade averaged 693 in reading and 692 in math.
- Seventh grade averaged 703 in reading and 717 in math.
- Eighth grade averaged 710 in reading and 724 in math.

In elementary, this growth can be attributed to professional learning communities meeting regularly with the principal to observe scores and address areas of need. At the beginning of the school year, teachers receive Stanford data for the spring testing of the previous grade which creates a frame of reference to begin planning instruction. Upon examination of the trends in the elementary school, reading scores are stronger than math scores. Recognizing the elementary school's strength in language arts, mastery learning in mathematics has begun. Through the work of the math task force and the intentional addition of more problem solving activities in the elementary classroom, continued growth in this area is expected.

Upon examination of test scores, administrators found that students' academic progress from fifth to sixth grade was not at the expected level of achievement. Because of increased demand, approximately thirty-five new students are added to sixth grade each year which has caused some instability in scores due to the inclusion of new students without the school background culture, study skills, and work habits of continuing students. The sixth grade team has implemented several measures to help new students in academic, social, self-organization, and responsibility areas though special classes, new advisory groups, a retreat, a new organization program, and other practices. These changes should stabilize scores at sixth grade and continue to strengthen progress in seventh and eighth grades.

The five year average of ACT Reading is 25.8 with 2011 at 26.4. The class of 2009 posted an even higher number due to an exceptional number of National Merit Finalists in the class. Reading continues to be the strongest area for LRCA with 91% of students achieving the ACT standard for college readiness in that area. Leadership in English with a strong college readiness curriculum has contributed to this consistent strength. ACT Mathematics scores average 23.8 over five years, with 2011 at 24.3. The 24.3 of 2011 matches the strong group of students in 2009 and shows strengthening of the historic trends. A comprehensive study of the mathematics program was completed a year ago. The attention given to mathematics during the study and the implementation of several strategic practices has contributed to gains in mathematics which should continue in the years ahead. Compared to state scores, twice the number of LRCA students met the ACT college readiness standard in mathematics vis-à-vis the state. LRCA has been able to maintain and improve ACT scores while increasing high school population by 30% over these five years.

2. Using Assessment Results:

Assessment at Little Rock Christian Academy is constantly under review. Accuracy in analyzing students' strengths and weaknesses as well as evaluating curriculum and evaluating program delivery is of upmost importance. Standardized assessments include Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading, AIMSweb, and Stanford in the elementary school. Stanford, STAR Reading, AIMSweb, and ERB are used in the middle school. PSAT in ninth, tenth, and eleventh grades, AP examination results, and ACT assessments are used at the high school level to affectively improve instruction and learning.

Elementary teachers meet weekly with the elementary principal. Together they review a chart containing five years of data which allows for observations of trends. Stanines for each child and each grade level and subtest are also examined. A folder, made for each elementary student, follows the student from kindergarten through sixth grade. Each folder contains a student's assessment results and allows teachers to chart a student's progress on SAT, DRA, and writing samples. At the beginning of the school year, folders are divided by classes and distributed to teachers. These formal assessments allow teachers to make initial plans for a student's learning needs.

Progress of individual students in elementary is also evaluated daily through portfolios, journals, and observation. Assessment results are used to plan and differentiate instruction, group students, and identify areas requiring remediation or enrichment. Using daily assessment results, teachers constantly monitor students' progress and adjust as necessary.

Although middle school faculty members instruct in a particular subject area, they form teams to meet students' needs. Teachers collaborate weekly as grade level teams to evaluate student progress and concerns. This also includes reviewing standardized assessments for individual growth and program changes. Both test results, such as the ERB and AIMSweb, and a range of classroom assessment such as portfolios, observation, quizzes, and writing provide teachers with current and holistic information to adjust teaching on a day to day, week to week, and semester to semester basis. In addition, middle school uses subject department heads in English and mathematics to review data for gaps in learning, to focus individual faculty on areas to change, and to monitor growth and programs to support that growth.

High school faculty are subject specific and strongly department driven, relying on experienced department heads who are given extra time daily to analyze student progress and direct appropriate teaching to strengthen student learning. Extending the PSAT into ninth grade in addition to tenth and eleventh grades allows leadership and faculty to focus on individual student results and needs, to address gaps and strengths in programs, and to provide consistency among faculty teaching the same subject. Teachers of Advanced Placement classes analyze individual and group results to make changes in programs that affect achievement. ACT results are used strategically to evaluate growth and encourage change. Individual results are reviewed regularly, and group scores influence major decisions such as revamping the entire science program to inquiry based work and implementing mastery learning in mathematics.

A testing coordinator for middle school and high school administers a variety of assessments to sixth through twelfth graders. Data is provided to faculty so accommodations may be made for individual students in the classroom. Administrators use data for making program changes and for planning instruction.

In addition, the college and career staff constantly reviews data for individuals and groups. Through regular meetings with administrators, the college and career staff provides data based recommendations for change.

Results of formal and informal assessments are shared during parent-teacher conferences and RenWeb. Online assessment results are available to middle school and high school parents and are updated weekly in order for parents, teachers, and students to adjust for better learning. In addition, several meetings to interpret data are provided for high school parents, jointly done by the testing coordinator, college and career staff, and administrators. These meetings along with supportive emails and letters show parents how to help students use PSAT results for growth, not just comparison, and how to take advantage of preliminary ACT testing and samples to focus student learning. While results of PSAT and ACT are mailed home, supportive information for use by parents is provided through meetings, emails, handouts, and internet.

Students are informed through individualized student/teacher assessment conferences. These conferences provide a time for partnering with students to set goals. LRCA communicates to the larger community through the school's website and the annual review publication.

3. Sharing Lessons Learned:

In each of the key components of a well-rounded education, LRCA welcomes the opportunity to share lessons learned and learn from others.

Professional conferences are a valued opportunity for sharing lessons learned:

- In October 2011, LRCA leaders met in Chicago with leaders from 60 other schools to discuss the future of digital learning.
- Terri Simpson presented Science in the Elementary Classroom at the Arkansas Curriculum Conference.
- • Ann Polson will present insights on using a graphing calculator this spring and has previously taught activities for Algebra II and Trigonometry at the National Council for Teachers of Mathematics.

Faculty members also partner with other teachers in the community:

- Kim Fullerton worked with Jennifer Paul on an Advisory Board for Abundant Life School in Sherwood (AR) to help retool the curriculum in a major reworking of the school's direction.

- Sarah Hambrice led a workshop for Arkansas Baptist School System (AR) designed to help parents and teachers understand the challenges children with dyslexia face in education. Attendees rotated through six different stations focusing on auditory and visual discrimination, handwriting, oral reading, and comprehension.
- Sandy Bakke currently works with a new neighboring public elementary school to develop use of wikispaces and blogging.

Expanding outside of the local community, LRCA teachers have partnered with other educators and institutions:

- Angela Morrison, librarian from Conway Christian Schools (AR), met last year with Robyn Dodson, head LRCA librarian, to learn about Grandparents' Day procedures and organization of LRCA's three libraries.
- Janet Boyd helped Lexington Christian Academy (KY) with the English course and curriculum development. She currently serves as the Pathwise Project Director at LRCA.
- Carla Kenyon led Summer College Boot Camp in Atlanta last April for the SACAC convention and shared ideas on effective recommendation writing at a Dallas/Ft. Worth counselor forum during the spring of 2011.
- Becca Howell worked with the director of an international school to provide insight as a consultant in the development of its program.
- Schools from Texas and Mississippi recently visited LRCA to learn from and emulate our success.
- Regional university students frequently visit our campus to observe and co-teach with members of our faculty.

LRCA faculty members welcome the opportunity to share lessons learned and to learn from others to maximize year-to-year student gains.

4. Engaging Families and Communities:

The school's mission statement begins with the words to "serve families, churches, and the community." Faculty members know that serving families is the mission in principle and in practice. Responding to parent concerns within a twenty-four hour time period is one key way teachers serve families and validate parent concerns.

Faculty members constantly look for opportunities to engage parents. At the beginning of the school year, divisional "open house" events are held, and grade levels meet to address pertinent topics and begin building relationships with parents. Parent teacher conferences and parenting programs are held throughout the school year. Topics include best parenting practices, internet safety, and developmental issues.

Communication between school and home is paramount. Parents have access to information through the school's website and RenWeb. RenWeb allows parents to access grades in real time. Lesson plans for upper school students are also posted weekly. Extensive surveys of parents help us stay informed of parents' perceptions and needs. For example, elementary newsletters are available on RenWeb as the result of a parent survey.

A strong education balances the artistic, athletic, and academic pursuits to empower all to serve others. Service is embedded in the mission statement, and it is an everyday expectation. The 2011 seniors served a total of 4,190 hours in a variety of ways including assisting the Arkansas Rice Depot and hosting a prom for thirty-four high school students from a local special needs school. During "J-term courses,"

upper school students serve throughout the community in several organized service needs such as food banks, children's programs, homeless shelters, and others; during this same term, over one hundred and fifty high school students serve in internships in the community. Fifth graders partner with a local elementary school primarily serving underprivileged students, serving monthly at a nearby nursing home, and joining all other elementary classes in completing a Christmas service project. In the spring of 2011 during Community Service Week, elementary students collected more than 5,000 items for The Call, an organization that assists foster children.

Jr. Achievement and other community groups are also invited to share their programs with students. LRCA is an active participant in the community with a regular presence in business, industry, and media.

PART V - CURRICULUM AND INSTRUCTION

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1. Curriculum:

The LRCA curriculum is constructed upon the foundation of accepted best practices, Arkansas state standards, Common Core standards, and exemplary curricula from schools throughout the nation.

Reading/English Language Arts – All students are challenged to think critically, read widely, write incisively, speak persuasively at developmentally appropriate levels, and ask questions to move their learning forward. Students develop extensive vocabularies and understand how language carries ideas that shape the world. Instruction at every level is intended to equip students with an arsenal of finely-honed communication skills and an appreciation of the power and privilege of language expression.

Mathematics - Students develop mathematical literacy through instruction that is developmentally appropriate to challenge and support achievement through mastery. Accuracy, reasoning, problem solving, making connections, and communicating results are the fundamental objectives of the program.

Science - Students know and discern the world in which they live through observation, study, and experimentation, including the use of available equipment and technology. They question, observe, compare, use tools, describe, explain, predict, use data to solve problems, and use appropriate scientific language as they investigate.

Social Studies - Using timelines to develop chronological thinking, students learn about the places people live, the rules and responsibilities by which they are governed, the ways in which they work to meet their needs and serve others, and the causes and consequences of their actions.

Visual and Performing Arts - Programs at LRCA in vocal and instrumental music, visual arts, and theatre cultivate the artistic talents of students by providing a variety of venues for learning and achievement in the arts. LRCA's desire is to inculcate in students an appreciation for the arts.

Foreign Language – Through the study of French, Spanish, and Latin, students gain an understanding and appreciation of the values, traditions, and customs associated with the target culture and language. Students become lifetime language learners as they distinguish differences between other cultures and their own and work towards effectively communicating with others in academic and social settings in the target language. LRCA is in compliance with the program's foreign language requirements.

Health/Physical Education/Nutrition – Through the pursuit of excellence in lifelong fitness, the goal is for students to develop lifestyles that emphasize wellness and physical activity, as well as a worthy use of leisure time. Students practice sportsmanship, receive exposure to a variety of games and sports, and learn how to work successfully with others. Understanding the role of nutrition in personal health, students are encouraged to choose healthy snacks and limit sugar.

Technology – Office applications, graphic arts, and keyboarding form the axis of LRCA's technology instruction with emphasis on group and individualized digital instruction which builds student research skills. Students access the digital universe via mobile devices for research and interactive learning.

The worldview curriculum at LRCA is the distinguishing mark of our upper school curriculum. Beginning with a biblical foundation in the elementary school, worldview is a series of courses in the upper school designed to probe faith and solidify integration. Class discussion is Socratic and includes a variety of readings that have contributed to Western intellectual history. Students are challenged to think critically in order to formulate a personal worldview and lifestyle based on truth.

All standard, honors, pre-Advanced Placement, and twelve Advanced Placement courses are rigorous, standards-based, and college-preparatory. Well designed curriculum (constructed with the end in mind), learner centered instruction, proven, effective teaching methodologies, and an attitude of life long learning add up to authentic learning and a well educated child.

2. Reading/English:

Elementary School - Reading

Based on Arkansas state standards, Common Core guidelines, and the LRCA curriculum map, the elementary school at Little Rock Christian Academy believes in literacy based classrooms. Our preschool and kindergarten classrooms lay the foundation for reading through exposure to letters, letter-sounds, and sight words. Students develop phonemic awareness through multiple strategies such as rhyming, sorting word families, and recognition of letter sounds. The phonics based approach instills an understanding of the letters, words, and syntax of sentences early in students' learning. Vocabulary is assessed through fifth grade to ensure students are beginning to recognize words, and they are later able to apply their knowledge of words to their reading. Reading fluency in early elementary is developed in students through oral readings, poetry, and nursery rhymes. Students continue to practice reading fluency through Reader's Theater, reciting poems, and through their own independent reading.

Classroom instruction is centered on modeling reading comprehension strategies, such as questioning, inferring, and connecting. The comprehension strategies guide teacher preparation and instruction so that students can think deeply and critically about their reading. Upper elementary students focus on a deeper understanding of the text through discussion, evaluation, and responses to literature. Self-efficacy towards reading is encouraged in students through daily independent reading times, reading logs for outside of school, as well as the Accelerated Reading program. Students are assessed quarterly through a variety of means. The STAR reading assessment, Developmental Reading Assessments (DRA), and running records provide evidence based understanding of students' abilities and general reading skills.

Teachers utilize differentiated instruction by varying text levels and through small-group instruction. Small-group instruction allows teachers to differentiate skills or strategies to be taught to individual students. It also provides the opportunity for teachers to promote higher-level thinking and enrichment in students who are achieving above grade level. For students not performing at grade level, LRCA has a program called learner services. The program provides inclusion and pull-out services for individuals and small groups to enhance understanding of concepts or skills being taught within the classroom. These teachers are trained in special education/resource with certifications in Lindamood Bell, Orton Gillingham, and Pace brain training. The classroom teacher, parents, and the learner services team collaborate to make educational plans to ensure students reach the goal of achieving at grade level.

Secondary School - English

The LRCA integrated language arts program offers learning tools through varied instructional methods and customized academic resources in the form of classroom materials and assessments to aid all students in achieving a solid language arts foundation. Using results of pre-assessments, teachers gauge the academic level of students and plan challenging lessons which cause students to think critically as they analyze literature and build coherent, fluent sentences from an expanding grammar knowledge base. Classroom discussion is enhanced with Kagan strategies such as Think-Pair-Share which allows students to process oral information, reword, and repeat information to fellow students. Through assigned student roles in literature circles, students push and support each other as the novel is analyzed for literary terms introduced in class. AP strategies such as SOAPSTone, the SIFT method, and TPCASST are used to help students analyze literature and writing. These and other appropriate grade level strategies continue to be used throughout middle school and high school to help students develop deep English skills and interests.

As students take ownership of reading and studying challenging multicultural texts, they grow as writers. As students write about the texts creatively and scholastically, they learn to read. Class novels of various reading levels and genres are offered and taught in a different style to meet the needs of varied learners. Providing graphic organizers for novels is one way students can record and review key literary terms and concepts. Readers are allowed to preview class novels before they are taught in the class. Selected novels can be read in class using an audio CD to help comprehend difficult vocabulary or the distinct writing style of an author. Movie clips may be shown to build background knowledge needed to understand the setting of the novel. Teachers pose questions based on Bloom's taxonomy throughout a novel to challenge high level students and nudge lower level students out of their comfort zone. An increasing range of teaching methods and differentiated instruction is used as students continue through middle school English and into high school literature and writing-based programs.

LRCA offers pre-AP and AP courses, and students with special needs have access to a learning lab for help with classroom assignments. Teachers who teach AP courses also teach non-AP courses. LRCA students are not tracked and can successfully weave in and out of AP courses. Integrated curriculum and committed teachers breed authentic learners.

3. Mathematics:

Little Rock Christian Academy utilizes "backwards mapping" to ensure vertical alignment and appropriate placement of students. Using a curriculum map written with state standards and Common Core guidelines in mind, students develop mathematical literacy through instruction designed to support achievement of all learners.

Elementary students focus on development of conceptual understanding of key ideas in whole numbers, mastering math facts, whole number operations, geometry, spatial relations, measurement, fractions, and decimals. Middle school students develop proportional reasoning skills through real-life situations and problem solving by using algebraic expressions and equations while mastering operations with rational numbers, solving problems that involve patterns and algebra, developing spatial reasoning through two- and three-dimensional geometry, and using percent in everyday life. In high school, the courses offered meet the needs of all students by offering both regular and advanced tracks. Students move toward mastery learning, and emphasis is placed on the students being able to solve real world problems by thinking abstractly and quantitatively.

On the principle of mastery, LRCA believes students should be advanced to the optimal level of performance and challenge. Based on assessment, students who achieve above grade level are given the opportunity to delve deeper into a concept through enrichment or work ahead on the next skill set. Students who are a year or more advanced have the option of taking math at the next grade level. Mathematics courses are designed to be rigorous, standards/core based, and fuel for higher level mathematics. These courses include Introduction to College Algebra, Trigonometry, Statistics, AP Calculus AB, and AP Calculus BC.

Differentiated instruction is utilized in all grades and found to be successful in supporting all learners. For the student who continues to perform below grade level, there are several avenues of support. Temporary support for a specific skill or concept is given through one on one or small group instruction at all levels by the classroom teacher. Upper elementary students have the option of attending learning lab before school to preview concepts. Middle school and high school teachers offer tutoring before or after school and during lunch. The learner services program is also available for the student who continues to perform below grade level. Certified teachers with extensive training in learning differences are available to pull students aside, meet in small groups, and work one on one for students needing extra support.

4. Additional Curriculum Area:

Science education at Little Rock Christian Academy has changed a great deal in the last three years. While content knowledge is invaluable as scaffolding to learning, our program stresses science as a process of inquiry-based learning while encouraging creative ways of thinking.

Via multiple science labs, students are encouraged to use their senses to observe the world around them. They gain an understanding of the nature of science through active participation. Using observations, students recognize patterns and make predictions of possible future outcomes. They work together in collaborative groups to explore and discuss ideas, modify inferences, and draw conclusions based on evidence.

An inquiry-based program gives students an opportunity to experience answers rather than having answers presented to them. From using Alka-Seltzer to observe states of matter, to discovering magnetic force through water, paper, and wood, to using different building materials to see how they respond to seismic waves, to using variables or projectile motion using basketball trick shots, students are immersed in the scientific method.

Scientific tools and technology help students confirm or reject their previous hypotheses while exposing them to new options and directions. A wide variety of communication options are used to explain their results: from data tables, to visual models, to oral and written presentations. Lab books are used at every grade level to record all lab work and data, patterned after many of the greatest scientists throughout history.

Science content and methods are based on standards and best practices ultimately preparing high school students for courses in physical science, biology, and chemistry, with many students pursing AP courses in Physics, Chemistry, and Biology. Electives in Anatomy and Physiology, Astronomy, Microbiology, and Ecology are also offered.
Student exploration at all levels leads to greater explanation and appreciation of the world and encourages responsible stewardship. Science should foster curiosity and a love for knowledge "characterized by excellence in the pursuit of truth."

5. Instructional Methods:

Pedagogically, our educational leaders highly regard and are guided by the following best practices: Understanding by Design (curriculum design), Differentiated Instruction (informed best practice), The LRCA Excellence Project (standards of instruction) and Professional Learning Community (school as learning organization). Our local learning algorithm is: "Understanding by Design" + "Differentiated Instruction" + "The Excellence Project" + "Professional Learning Community" = Authentic Learning.

Believing all students learn differently and using assessments to drive student instruction, teachers skilled in using multiple instructional strategies utilize these methods to increase learning and achievement for all students. "Providing a K4-12th education characterized by excellence" is a key part of the mission statement for LRCA. Students receive instruction through whole groups, small groups, individualized instruction, and hands-on learning. Students can be found in peer to peer roles working through a problem or in collaborative learning groups. Whether working on a specific skill or on a self-selected project, students are constantly learning. In early years, directed playtime is valued as an opportunity to provide differentiated instruction. Regardless of the age or concept, students are supported based on individual needs whether it is through enrichment, grade level instruction, or inclusion/pull-out services by the learner services team.

Mindful of the signs in technology, LRCA continues to prepare for the digital future. Interactive boards, computer labs, laptop carts, and document cameras are utilized to meet the different learning styles of students. Because teachers are expected to effectively use technology in the classroom, training for our

faculty is provided on a month to month basis. Teachers have received instruction in interactive board lessons and in using individual student response systems to pre-test student knowledge or check for understanding. 2012 ushers in additional interactive boards, digital tablets, laptop carts, and our model for blended instruction – instruction enhanced by digital tools. Students are asked to bring their own digital learning device. Teachers are asked to train, connect, and learn. Used wisely, technology tools in the classroom amplify learning.

6. Professional Development:

Believing that learning is a relentless, lifelong pursuit and that research informs practice, Little Rock Christian Academy is committed to diverse, differentiated, and wide-ranging professional development. The school finds individual, department, and plenary professional development at regular intervals for planned curriculum projects. Ultimately LRCA's learning community affirms Parker Palmer's wisdom that "we teach who we are."

LRCA seeks to empower faculty with the best teaching practices and diverse, differentiated professional development. This year LRCA funded and provided opportunities for individual development in assessment, math, foreign language, and worldview.

A similar range of opportunity is provided for academic departments and grade level divisions. The school also has an ongoing relationship with consultants in the fields of math, science, worldview, and physical education who teach and evaluate staff to elevate the key elements of challenge and support in the classroom. Recognizing the importance of technology, outside experts and internal personnel offer continual training in digital instruction. As teachers become more confident using technology, digital learning will expand.

Professional learning communities in each of the school's subject areas continually examine the school's vision, philosophy, and practice. Regular time for curriculum work in each division is highly protected. These professional development opportunities develop skills in student assessment, writing, core standards integration, curriculum mapping, and developing teacher evaluation standards.

There is also a strong focus on school-wide professional development. Each year a theme for the entire school community is selected to improve student engagement. LRCA has imported expertise from John Mays of Austin, Texas, to teach on the subject of mastery learning and Dr. Donavan Graham, author of *Teaching Redemptively*, to motivate faculty and staff on the purposes of education. Other school-wide expectations include assigned summer reading for faculty from a professional bibliography of selected titles such as *Integrating Differentiated Instruction & Understanding by Design* (Tomilinson /McTighe, 2006) and *Mindset* (Dweck, 2006). LRCA affirms that well structured professional development has a direct impact on student achievement. As charter members of the Council on Educational Standards and Accountability, we are committed to increasing our school budget for professional development.

7. School Leadership:

Educational leadership at Little Rock Christian Academy is both broad-based and clearly focused. As an institution, the school recognizes and affirms the non-negotiable aspects of educational accountability. LRCA is, first and foremost, a purposeful school. In saying that, all resources – people, finances, buildings, time, and technology – must center on the education of children, and education centers upon the cultivation of a growth mindset evidenced by a love of learning. Everything the school does and everything the school possesses must be directed to that organic, yet measurable, end. The school is accountable to the public and to its own mission to serve families well by educating children well. Educational leadership fosters this growth mindset and accountability, allowing leaders to lead and learners to learn while inspiring the more challenging venture of encouraging leaders to learn and learners to lead.

The school's head is expected to be, first and foremost, an educational leader by the school's board of trust. The head of school is empowered to share leadership with other instructional leaders: the upper school principal, lower school principal, and a director of learner services/curriculum specialist. The principals' primary responsibility is teacher development and supervision. The learner services director serves a unique position reflecting the school's mantra that "difference is a gift." The learner services director oversees a staff of nine learning specialists who challenge and support the learning differences of scores of special learners. The curriculum specialist 's role works closely with the principals and teachers to align the curriculum with the Common Core standards recently adopted by Arkansas. The curriculum specialist also leads faculty-centered work groups to annually evaluate select domains of the curriculum map.

The educational leaders of the school collaboratively make decisions focused on the student/learning equation. Prospective teaching candidates are interviewed by the educational leadership team. The team hires prospective teachers by consensus. The team co-directs professional development gatherings focused on a singular educational imperative that flows from the educational strategic plan which, in turn, flows from the accreditation recommendations of AdvancED/NCA and the Council of Educational Standards of Accountability. Department heads and teachers link up with the educational leadership team to lead curriculum task force projects illustrating the shift to teachers assuming more and more of the educational leadership of the upper and lower school.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Other Christian

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

$6928	$6928	$6928	$6928	$7502	$7502
K	1st	2nd	3rd	4th	5th

$7502	$7502	$7502	$7802	$7802	$7802
6th	7th	8th	9th	10th	11th

$7802	$
12th	Other

4. What is the educational cost per student? (School budget divided by enrollment) $6568

5. What is the average financial aid per student? $984

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 12 Test: ACT

Edition/Publication Year: 2011 Publisher: ACT Inc Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	24	23	25	23	23
Number of students tested	105	104	112	99	102
Percent of total students tested	96	95	99	96	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: ACT scores to one decimal place: 2011-24.4, 2010-23.4, 2009-24.5, 2008-23.3,2007-23.2					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 12 Test: ACT

Edition/Publication Year: 2011 Publisher: ACT Inc Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	26	25	27	24	26
Number of students tested	105	104	112	99	102
Percent of total students tested	96	95	99	96	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: ACT scores to one decimal place: 2011-26.4, 2010-25.4, 2009-27.2,2008-24.4 and 2007-25.6					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	654	652	641	629	635
Number of students tested	74	91	78	82	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Stanford

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	659	658	665	654	666
Number of students tested	75	91	78	82	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	668	647	645	667	657
Number of students tested	81	88	80	94	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	670	668	666	680	674
Number of students tested	79	88	80	94	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	682	670	679	677	673
Number of students tested	85	91	96	89	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	691	680	692	689	684
Number of students tested	85	91	96	89	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	684	691	696	690	698
Number of students tested	116	122	110	102	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	689	697	692	689	699
Number of students tested	116	122	110	102	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV209

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	711	718	709	718	727
Number of students tested	121	109	105	100	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	704	699	700	703	708
Number of students tested	121	110	104	101	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	724	713	723	735	725
Number of students tested	110	122	108	106	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Stanford 10

Edition/Publication Year: 10th Edition Publisher: Pearson Assessment Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	708	707	713	713	711
Number of students tested	110	121	108	107	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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